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Outline of developments of Graduation Requirements Committee, with evaluation of graduation requirements, course content, effectiveness, desirability of change, faculty and student opinion analyses of mean scores on Area Tests.

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CHAPTER VII

GRADUATION REQUIREMENTS

As this report is being written, an essentially unchanged set of graduation requirements has directed the educational programs of DePauw students for almost three decades, almost eight college generations. It is highly probable that no equivalent period in the 118 years of DePauw's existence has been characterized by so little tampering with the requirements for graduation. It is obvious that the period between 1926 and 1955 has seen marked changes in the society that DePauw serves. In all fairness and logic it may be asked: Is it feasible to continue in operation an educational program devised over a quarter of a century ago? Is such a continuation indicative of too much complacency? Is it not time to subject the educational program to a searching investigation as to its adequacy and effectiveness?

Based on the above considerations, the Committee on Educational Policy of the DePauw Faculty created, in the spring of 1952, a Graduation Requirements Committee as a subcommittee of the Committee on Educational Policy. Beginning with the first semester of the academic year 1952-53, subsequent developments in sequential order may be outlined as follows:

1. Graduation Requirements Subcommittee

   a. During the first semester 1952-53 the committee selected about two educational institutions and abstracted, studied, and discussed the graduation requirements of each as a means of creating an informed awareness of practices common in DePauw's educational context.

   b. During the second semester 1952-53 the committee set up and conducted meetings with faculty members in subject matter areas as follows: (1) laboratory science, (2) English and Speech, (3) Social Sciences, (4) Foreign Languages, (5) Physical Education, (6) Music and Art, (7) Philosophy and Religion, Education, Psychology. At each meeting, which was from two to three hours in duration, all present requirements for graduation were discussed.

   c. Late in the second semester 1952-53 the general plan of Table XXXI was worked out. Under auspices of the Office of the Registrar, the data were obtained and tabulated during the summer of 1953. Originally recorded in terms of "total hours," the Table entries were converted into "average hours." These actions were taken to provide for study a reasonable accurate body of information on the operation of the present educational program.

   d. During the second semester 1953-54 several meetings were used for discussions leading to a progress report in the form of a "Tentative Proposal" which suggested alternatives to the present pattern of graduation requirements.

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TABLE XXXI.

SUBJECT MATTER CONTENT OF COLLEGE COURSES OF 873 DEPAUW GRADUATES (1951-53)

Major Dept Or Area	No. of Majors	Languages						Total	Eng. Comp.	Eng. Lit.	Exp. Curr. Eng.	Home Ec.	Phys. Ed.	Math. Astr.	Art		Music		Bus. Ed.	Air Sci. & Tac.	Speech
		French	Spanish	German	Greek	Latin	Exp. Curr.								Applied	Theor.	Applied	Theor.			
ART	40	8.2	5.7	1.2	.4			1.6	6.7	7.6	.2	6.9	4.5	.2	23.9	11.3	.07	1.3	1.5		2.9
BOT (BAC)	16	6.7	2.5	3.8	.1	1.1		14.2	6.2	5.2		1.7	4.3	2.9		.8	.8	2.4	1.8	.06	1.2
CHEM	25	4.0	1.0	12.7	.2		.6	18.6	6	1.6	.3	.2	3.7	15.6	.08	.4	.04	.3	.7		.9
CL LANG (GR-LA)																					
ECON	166	4.9	8.6	2.5	.4	.1		16.6	8.4	4.2	.05	.6	4.2	4.5	.6	.6	.2	.6	.8	.1	3.9
EDUC	51	7.9	7.3	.5	.04			15.9	6.5	6.6	.1	1.6	7	3.4	4.7	2.4	.3	6	.5		2.8
ENG COMP	62	7.9	7.3	2.0	.5	.1		17.8	27.5	17.2		1.5	4.3	1.6	.6	1.3	.3	.8	1.3		5.3
ENG LIT	42	6.9	6.9	3.1	2	.5		19.4	14.9	29.5	.6	2.0	4	1.8	1.0	1.7	.4	1	1.8		4.7
GEOL	5	6.8	2.4	13.4	.4			23	8.6				4.8	18.2			.4	.8	.2		2.6
GEOG	1		16		6			22	6				12	7					1		
GERMAN	6	.7	4	35.8				40.5	12	12.8			3.3	2.7	1.5	4	.7	2	.7		3
HISTORY	43	7.0	6.1	3.6	.3	.4		17.3	7.9	7.0	.4	.5	4.9	1.1	.8	.6	.5	1.5	1.2	.05	3.1
HOME EC	45	6.7	8.7	.4	.2	.09		16.0	7.9	6.2		36.0	4.4	.3	3.5	4.8	.3	1.0	3.0		2.5
MATH-ASTR	22	4	5.0	6.6				15.6	6.7	1.2		.2	4.3	34.6	.4	.1	.09	.6	2		1.3
MUSIC	6	12.7	4.7	3				20.3	8.8	5		2.1	4.3	.8	.5	1.3	7.5	29.2	3.5		8.5
PHIL	10	5.8		3.2	8.4			17.4	8.4	10			4.4	3.3		.6	.4	3.3	.1		3.7
RELIG	2		4					4	15	7.5		1	3	3.5			.5	2.5	2		1
PHYS ED	31	3.8	10.1	2.8	.1		.3	17.1	7.6	2.4	.3	.6	37	2.5	.8	.5	.3	1.6	.9		2.7
PHYSICS	11	3.2	2.5	11.8				17.5	6.2	.5			3.6	25.5	.1	.3			.1		3.1
POLI SCI	52	7.1	7.3	2.1	.1	.1		16.8	8.8	5.4		.2	3.6	1.1	.2	.4	.2	.7	.3		4.6
PSYCH	41	4.1	10.1	2.3	.4	.05		16.9	8.5	6.8	.4	1.4	4	2.4	.1	.9	.5	1.4	1.9		2.0
FRENCH	5	41.8	5.2	1.6	.8			49.4	9.6	8.2		4.2	4.8	3.6		1	.6	2.4	7		3.4
SPANISH	16	6	33.2	1.1	.3			40.6	8.4	6.6		1.9	3.9	1.6	.6	.9	.6	1.8	4.8		3.4
SOC	45	4	9.9	1.8	.2	.04		15.9	7.4	8.2		2.7	4.2	.7	.5	.3	.4	1.9	2.8		4.6
SPEECH	35	5.3	8.9	.9	.2	.05		15.4	11.7	10.7		3.3	4.2	.1	2.1	1.4	.8	2.3	2.9		36.5
ZOO	13	5.5	1.8	9.1	.6			17.1	7.7	5.7		.5	4.2	3.3	.4	.2	.3	.8	.5		1.2
ROM LANG	14	22.9	25.3	1.1				49.2	6.7	4.9		3.5	4	1.4	.4	.4	1	3.3	7.5		7.9
AREAS																					
GEN SCI	1	5		12	2			19	6	6			4	2		3					2
HUM REL	2	8	6					14	11	9		1		1.5	1	2	2.5	7	8		1.5
INDUS REL	1		12					12	6					1					1		2
RELIGION	2	6	6		8			20	7.5	7.5			5	2	3	1					
SOC SC	14	5.1	6.4	5.1	.1			16.8	7.2	4.5		1.1	3.4	1.9	.3	1.3	.6	.1	1.1		3.4
PRE-PRO																					
PRE-LAW	2	8	8					16	7	1.5											12
PRE-MED	41	2.9	.5	13.2	.4	.2		17.2	8.4	3.6			4.4	5.4	.2	.2	.3	.8	.4		1.6
PRE-NURS	4		8	8.3	.5			16.8	4.5	6.8		4.3	6.5	1.8		.8			.3		1.3
PRE-THEO	1	16						16	17	15			4			4	1				4

TABLE XXXI (ctd.).

Major Dept Or Area	No. of Majors	Laboratory Sciences								Social Sciences								Philosophy & Religion				
		Bot.	Bact.	Chem.	Geol.	Phys.	Zool.	Exp. Curr.	TOTAL	Geog.	Psych	Hist.	Poli. Sci.	Econ.	Soc.	Exp. Curr.	TOTAL	Educ.	Bible	Phil.	Relig.	TOTAL
ART	40	4.7	.2	.1	.2		1.4	.4	6.87	.8	4.7	5.9	1.1	.8	5.3	.2	13.4	4.9	1.3	5.1	.07	6.6
BOT (BAC)	16	14.6	14.1	10.2	.6		6.6	1.5	47.6	1.3	2.3	5.1	.8	1.3	7.9		15.1	1.6	2.7	4.1	.9	
CHEM	25	.2	.5	35.2	.4	9.9	2.6	.3	49.2	.1	2.1	3.4	1.6	2.9	2.1		10.0	.5	2.7	3.	.08	5.8
CL LANG (GR-LA)																						
ECON	166	1.6	.08	1.9	2.0	1.0	1.0	.7	8.5	3.4	7.2	7.0	8.1	35.9	8.2	.4	59.7	.2	3.9	2.5	1.2	7.7
EDUC	51	4	.3	.01	.2		2.0	2.0	8.7	4.0	10.1	7.7	2.0	.5	6.0	.9	17.2	25.5	1.4	2.5	.09	
ENG COMP	62	2.0	.2	1.8	1.5	.2	1.8	.1	7.6	.9	6.	8.9	4.9	3.9	7.7	.2	25.6	3.0	2.4	4.1	.6	7.0
ENG LIT	42	2.1	.2	2	.8	.5	1.4	1.2	8.2	.7	5.3	8.9	2.3	2.2	5.7	.8	19.8	3.6	3.7	4.7	.5	8.9
GEOL	5			10.6	43.8	9.6	.6		64.6	1.6	8.4	5.4	4.2	5.4	2.4		17.4		4.8	3.6		8.4
GEOG	1			10	6				16	25	7		6	20	3		29		3	3		6
GERMAN	6	2		4			2.3		8.3	1	3.3	10.7	1.7	3.3	2.3		18	2.2		5.8	1	6.8
HISTORY	43	1.7	.2	2.5	.8	.6	1.8	2.6	10.1	2.7	5.1	34.3	7.8	6.4	3.5	2.0	53.9	7.4	2.7	3.9	.6	7.1
HOME EC	45	3.0	1.5	4.0			3.1		11.7	.5	6.7	2.9	1.5	7.0	6.3		17.8	1.7	5.8		.5	6.3
MATH-ASTR	22	.9	.3	6.7	1.9	8.7	.4		19	1.5	3.8	5.7	2.0	11	3.9	.4	23	5.8	4.8	2.9	.3	8.1
MUSIC	6	5.7	1				.5		7.2	.5	5.5	3.7	1	.5	5		10.2	5.8	2	3.8		5.8
PHIL	10				1.2	1.2	3.8		6.2		6.8	9.1	1.2	.9	5.8		17		8.1	31.2	.6	39.9
RELIG	2		3						3			2			12		14		3		1.5	4.5
PHYS ED	31	1.4	.5	1.2		.4	2.7	2.4	15.6	1.2	7.4	3.8	2.7	2.5	5.7	.8	15.5	13.6	1.3		1.2	2.5
PHYSICS	11			14.5	.3	35.4	.3		50.5	.7	2.4	1.6	1.9	4	3.2		10.7	1.1	1.1	4.8	.8	6.7
POLI SCI	52	2	.09	1.6	1.6	.8	.9	.3	7.3	1.9	2.8	12.2	30.8	15.8	3.8		62.5	.6	2.3	4.5	.9	7.7
PSYCH	41	1.8	.9	2.2	.3	.1	3.0	.9	9.5	.7	35.3	6.5	2.7	6.4	13.3	.6	29.4	.7	3.1	5.4	.9	9.3
FRENCH	5	1.6	1.2	4.4	3.6	3	1.8		15.6		6	9.4	2.4	3.6	7		22.4	2.6	6.8	3		9.8
SPANISH	16	2.8	1.7	1.	.4	.1	.4	1	7.4	1.5	6.6	7.8	1.5	5.4	8.5	.6	23.8	3.3	4.8	1.5	1.5	7.8
SOC	45	2.9	.1	.7	.8	.4	1.7	.4	7.0	1.5	10.5	6.3	3.9	4.7	34.6	.4	49.8	.3	4.3	2.2	1.3	7.8
SPEECH	35	3.0	.5	.9	.7		1.5	.5	7.1	.5	5.2	3.9	2.5	1.5	7.7	.1	15.7	4.4	2.2	3.5	1.1	6.8
ZOO	13	1.5	2.6	16.1	.2	2.2	42.7		65.3	.2	6.5	3.2	1.6	.5	3.8	1.5	10.6	1.5	4.8	3.7	1.2	9.7
ROM LANG	14	2.6		1	1.9		.9		6.4	.7	5.9	6.3	2.4	3.7	4.9		17.2	5.5	3.1	2.8	.9	6.8
AREAS																						
GEN SCI	1			24		5	25		54		4		6		6		12		3		9	12
HUM REL	2	3		1.5	3	4			11.5		16	3	1.5	9	13		26.5		4.5	8.5	1.5	14.5
INDUS REL	1					6	3		9	1	19	12	6	19	24		61			8		8
RELIGION	2				3		3		6		6	6	1.5	3.5	12		23	1.5	20.5	7.5	12	40
SOC SC	14	3	.6	1.5	.9	.4	1.4	1.1	8.9	1.5	5.4	19.4	13.4	14.6	7.9	.6	55.8	4.4	4.1	3.6	1.1	8.9
PRE-PRO																						
PRE-LAW	2			3			3		6		1.5	3	21.5	19	1.5				1.5	4.5		6
PRE-MED	41	.4	.9	21.6	.4	10.4	20.4		54.2	.7	5.8	5.8	1.7	4.5	4.0		16.3		3.9	2.9	.7	7.5
PRE-NURS	4	.5	9.5	8.3			31.8		50	.8	6.3	.8	1.5		8.3		10.5		3.5	4.5		8
PRE-THEO	1				6				6		13				19		19		6	24	2	32

2. Ford Self Study Committee

a. In the second semester 1953-54 the work of the Graduation Requirements Subcommittee was merged with the broader and more inclusive Self Study Program. The "Tentative Proposal" was integrated into a Faculty Questionnaire submitted by the Self Study Committee to the Faculty in May, 1954.

b. In the summer of 1954 Self Study Committee members did independent reading in (1) History of DePauw's Aims, (2) History of the DePauw Curriculum, (3) Nature of the Church-Related College, (4) Liberal Arts Education, (5) General Education. Much individual work and work in committees resulted in: (1) Planning Faculty Workshop for September, (2) Creating Alumni Questionnaire, (3) Creating Student Questionnaire, (4) Creating a Questionnaire on Characteristics of Liberal Arts Education.

c. The Faculty Workshop was held on September 11,1954. Of particular significance was that portion devoted to departmental aims and objectives.

d. During the first semester 1954-55 numerous faculty discussion seminars and meetings with the Student Curriculum Committee were held.

e. During the second semester 1954-55 more seminars and meetings with students were held, written departmental statements concerning graduation requirements were received, and a second series of subject matter area meetings took place.

THE PRESENT EDUCATIONAL PROGRAM

A new pattern of graduation requirements became effective with the DePauw freshmen who entered college in September, 1926. The foreign language requirement of 12 to 26 hours was reduced in 1929 to 12 to 16 hours; later, in 1951, this was changed to 3 to 16 hours to take into account more completely the previous language background of the student. In 1929 the Philosophy-Religion requirement was adopted and in 1940 the science requirement was increased from five to six hours. In 1950 the provision for one 18-hour minor or two 12-hour minors was altered and thereafter a single 12-hour minor was required.

Any intelligent appraisal of the present educational program must begin with a consideration of the graduation requirements that serve as the mechanisms which presumably chart and direct the educational experiences of the student in such a manner as to realize the aims and objectives of the university. At the outset of the Self Study, then, it could have been predicted that each student's educational experiences would, minimally, consist of:

English Composition	6 hours
Foreigh Language	3-16 hours
Philosophy-Religion	6 hours
Laboratory Science	6 hours
Social Science	6 hours
Physical Education	4 hours
A major in one department	30 hours

A cognate minor	12 hours
Electives	38-51 hours
Total	124 hours

From the above tabulation it can be seen that approximately one and one-third years of credit (42 hours) are required in the major and minor or in what we may term specialization, while credit in the "distribution area" adds up to a scant college year (28 hours), plus credit in foreign language which includes, in credit, approximately a full semester or one-eighth of the full college course for the majority of students (those who begin a new language in college). These requirements exercise no control over a total of 38 hours of credit, somewhat more than a full college year. It is in connection with these 38 elective hours that concern has been expressed as to the adequacy of the requirements.

When established in 1926 the requirements were based on the theory that skeletal requirements in various discipline areas would be imposed, and that great responsibility would be conferred on the academic advisor. A proper discharge of this responsibility by the advisor would involve directing the student's course choices in such a way as to provide the ideal educational experience for that student. It would appear axiomatic that the DePauw Faculty of 1926 had confidence that its members would, as advisors, act in keeping with strictly educational policy and be influenced neither by indifference nor by academically irrelevant considerations. The ideal educational experience is not necessarily what the student wants, what is easiest, or what is most popular; nor would it in terms of course choices be the same for every individual student. The system indicates an individualized type of advising wherin differing student aptitudes and capacities, interests, and previous backgrounds are taken into consideration, thus avoiding a rigid uniformity that cramps student development. At the same time the advising would be expected to guide the choice of course in the distribution area so as to insure a well-rounded cultural development in addition to a reasonable degree of competence in the area of specialization. In the cold black-and-white of print the system would appear to be a case of relatively "free election" since more than one-fourth of the 124 hours required for graduation are not guided by any university regulation. Its founders, however, had a different view, and the academic advisor was ensconced as the key figure in the dilemma posed in the Harvard Report: "The question has therefore become more and more insistent: What then is the right relationship between specialist training on the one hand, aiming at any one of a thousand different destinies, and education as a common heritage and toward a common citizenship on the other?"[1]

It is in this latter respect that chief concern is felt. Numerous indices could be cited to show that DePauw in general has strong departments and that the DePauw graduate possesses a high degree of excellence in the specialized or major area. This element of great strength, however, could be guilty of contributing to the compartmentalism that is one of the problems in higher education; it could foster the production of specialists who are unable to communicate effectively with each other. Concern, then, focuses on the "education in a common heritage and toward a common citizenship" or on the search for unity.

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1. General Education in a Free Society (Harvard University Press, 1945).

Any attempt to make a thorough study of the operation of the present DePauw program raises the question: What is the actual course content of the average DePauw student's four-year college experience? In an attempt to answer this question, a sample was chosen consisting of the 873 students who received degrees in 1951, 1952, and 1953. Results may be seen in Table XXXI, where listings are by major departments, and the table entries give the average hours of credit in all university departments.

1. Majors in the Communications Area

a. English Composition (Tables XXXI, XXXII, XXXVI)

The major in English Composition averages as much credit in the humanities area as in the major subject, and only slightly less in the social sciences. Within the social sciences the emphasis tends toward History and Sociology (8.9 and 7.7 hours) but with significant credit in Political Science and Economics (4.9 and 3.9 hours). Within the humanities area[2] there is distinct emphasis on English Literature (17.2 hours), very little attention to Arts and Music, and slightly more than the required minimum of six hours in the Bible-Philosophy-Religion (BPR) area. Credit in laboratory science averages almost 2 hours more than the required 6 hours, while Speech and Psychology are represented by approximately one year's work (5.3 and 6.0 hours). In the sciences credit is about equally divided between the biological and physical sciences. Foreign language credit averages slightly more than the expected 16 hours.

b. Speech (Tables XXXI, XXXII, XXXVI)

Speech majors average 6.5 hours more than the minimal 30 hours in their major subject, with the humanities area following with an average of 24.1 hours of credit. Within the humanities, English Literature shows the most credit (10.7 hours), the BPR area is next with 6.8 hours, and somewhat over 3 hours in Art and Music. In the sciences, the minimal 6 hours is slightly exceeded and the mean credit shows a preference for biological science (5.0 hours) as against physical science (1.6 hours).

Table XXXII.
HOURS TAKEN BY MAJORS IN COMMUNICATIONS AND FOREIGN LANGUAGES

Major	Lab Sci.	Math Astr.	Soc Sci.	Geog.	Bible Phil. Rel.	Eng. Lit	Art	Music	Total	For. Lang.	Eng. Comp	Psych.	Speech
French	15.6	3.6	22.4	0.0	9.8	8.2	1.0	3.0	22.0	49.4	9.6	6.0	3.4
Spanish	7.4	1.6	23.8	1.5	7.8	6.6	1.5	2.4	18.3	40.6	8.4	6.6	3.4
Rom.Lang.	6.4	1.4	17.2	0.7	6.8	4.9	0.8	4.3	16.8	49.2	6.7	5.9	7.9
German	8.3	2.7	18.0	1.0	6.8	12.8	5.5	2.7	27.8	40.5	12.0	3.3	3.0
Foreign Language	8.2	1.4	20.5	0.97	7.6	7.1	1.8	3.2	18.7	44.6	8.5	5.8	4.9
Eng.Comp.	7.6	1.6	25.6	0.9	7.0	17.2	1.9	1.1	27.2	17.8	27.5	6.0	5.3
Speech	7.1	0.5	15.7	0.5	6.8	10.7	3.5	3.1	24.1	15.4	11.7	5.2	36.5

2. The term "humanities" is used to include Art, Music, Philosophy, Bible, Literature, and Religion. See section 7 for a more detailed discussion of this term.

TABLE XXXIII.
HOURS TAKEN BY HUMANITIES MAJORS

Major	Lab. Sci.	Math Astr.	Soc. Sci.	Geog.	Humanities: Bible Phil. Rel.	Humanities: Eng. Lit.	Humanities: Art	Humanities: Mus.	Humanities: Total	For. Lang.	Eng. Comp	Speech	Psych.
Eng.Lit.	8.2	1.8	19.8	0.7	8.9	29.5	2.7	1.4	42.5	19.4	14.9	4.7	5.3
Music	7.2	0.8	10.2	0.5	5.8	5.0	1.8	36.7	49.3	20.3	8.8	8.5	5.5
Art	6.9	0.2	13.4	0.8	6.6	7.6	35.2	2.0	51.4	15.5	6.7	2.9	4.7
Phil.	6.2	3.3	17.0	0.0	39.9	10.0	0.6	3.7	54.2	17.4	8.4	3.7	6.8
Religion	3	3.5	14.00	0.0	4.5	7.5	0.0	3.0	15.0	4.0	15.0	1.0	2.0

TABLE XXXIV.
HOURS TAKEN BY SOCIAL SCIENCE MAJORS

Major	Lab. Sci.	Soc. Sci.	Math Astr.	Geog.	Humanities: Bible Phil. Rel.	Humanities: Eng. Lit.	Humanities: Art	Humanities: Mus.	Humanities: Total	For. Lang.	Eng. Comp	Speech	Psych.
Hist.	10.1	53.9	1.1	2.7	7.0	7.0	1.4	2.0	22.5	17.3	7.9	3.1	5.1
Pol.Sci.	7.3	62.5	1.1	1.9	7.7	5.4	.6	.9	14.6	16.8	8.8	4.6	2.8
Econ.	8.5	59.7	4.5	3.4	7.7	4.2	1.2	.8	13.9	16.6	8.4	3.9	7.2
Soc.	7.0	49.8	.7	1.5	7.8	8.2	.8	2.3	19.1	15.9	7.4	4.6	10.5

TABLE XXXV.
HOURS TAKEN BY SCIENCE MAJORS

Major	Lab. Sci.	Soc. Sci.	Math Astr.	Geog.	Humanities: Bible Phil. Rel.	Humanities: Eng. Lit.	Humanities: Art	Humanities: Mus.	Humanities: Total	For. Lang.	Eng. Comp	Speech	Psych.
Bot.Bact.	47.6	15.1	2.9	1.3	7.7	5.2	0.8	3.2	16.9	14.2	6.2	1.2	2.3
Chem.	49.2	10.0	15.6	0.1	5.8	1.6	.5	.3	8.2	18.6	6.0	.9	2.1
Geol.	64.6	17.4	18.2	1.6	8.4	0.0	0.0	1.2	9.6	23.0	8.6	2.6	8.4
Math.Astr.	19.0	23.0	34.6	1.5	8.1	1.2	.5	.7	10.5	15.6	6.7	1.3	3.8
Physics	50.5	10.7	25.5	0.7	6.7	.5	.4	0.0	7.6	17.5	6.2	3.1	2.4
Zoology	65.3	10.6	3.3	0.2	9.7	5.7	.6	1.1	17.1	17.1	7.7	1.2	6.5

Mean credit in the social sciences is well over twice the required minimum, with 7.7 hours in Sociology, fewer in the other social sciences (although all are represented). Speech majors average about twice the required minimum of credit in English Composition. Average credit in foreign language is near the maximum requirement of 16 hours.

TABLE XXXVI.

CREDIT IN COMMUNICATIONS AND FOREIGN LANGUAGE AREAS BY MAJORS IN THE AREA

Dept.	No. of Majors	Average Hours Credit: French	Spanish	German	Greek	Latin	Speech	Eng. Comp.
French	5	41.8	5.2	1.6	.8	0.0	3.4	9.6
Spanish	16	6.0	33.2	1.1	.3	0.0	3.4	8.4
Rom. Lang.	14	22.9	25.3	1.1	0.0	0.0	7.9	6.7
German	6	0.7	4.0	35.8	0.0	0.0	3.0	12.0
Speech	35	5.3	8.9	0.9	0.2	0.05	36.5	11.7
Eng.Comp.	62	7.9	7.3	2.0	.5	0.1	5.3	27.5

c. Foreign Languages (Tables XXXI, XXXII, XXXVI)

In this discussion foreign languages are viewed as alternative mechanisms of conveying ideas; hence the study of them is an exercise in human communication much the same as the study of our native vernacular in English and Speech. Majors in Romance Language earn average credit in French and Spanish in approximately equal amounts, while majors in either French or Spanish earn from 33 to 41 hours in the major language and reciprocate by taking an average of 6 hours in the non-major language. Majors in German earn little credit in either of the Romance Languages, and majors in the latter little credit in German. In general, students majoring in the modern languages take very little Greek and Latin. Considering foreign language majors as a group, these students earn an average of almost 5 hours in Speech, and they average 2.5 hours in excess of the required minimum in English Composition.

Considered again as a group (Table XXXII), students majoring in foreign language earn well over three times the required credit of 6 hours in the social sciences. In the humanities area over-all, they earn an everage of almost 19 hours. Mean credit in BPR is 1.6 hours more than the minimum, credit in Literature exceeds 7 hours, and mean credit in Music being less than 2 hours. In the laboratory sciences, mean credit is slightly over 2 hours more than the minimum required. Biological sciences and physical sciences share about equally in this credit. Very little Geography is taken by these major students, and just slightly more Mathematics credit is earned.

2. The Majors in the Social Sciences

With the exception of Political Science majors (30.8 hours). Students majoring in the social sciences average around 35 hours in the major department (Table XXXVII). Since the field of knowledge most cognate to any given social science might be expected to be some other social science discipline, it is of interest to note that these majors average from 15 to 32 hours in total non-major social science credit; such non-major social science varies from 4 hours to as much as 16 hours in various individual departments. The table values (Table XXXVII) give the impres-

sion that the educational pattern is directed toward broad coverage except in the case of Political Science majors, where two marked concentrations are evident, in History and Economics. It may be noted in passing that Political Science majors average more credit in non-major social science than in the major department.

TABLE XXXVII

SOCIAL SCIENCE CREDIT OF SOCIAL SCIENCE MAJORS

Dept.	No. Majors	Average Hours Credit				
		Hist.	Pol.Sci.	Econ.	Soc.	Non-Major Soc.Sci.
History	43	34.3	7.8	6.4	3.5	17.7
Pol. Sci.	52	12.2	30.8	15.8	3.8	31.8
Economics	166	7.0	8.0	35.9	8.2	23.2
Sociology	45	6.3	3.9	4.7	34.6	14.9

Outside their area of concentration, History majors average the most credit in laboratory science (Table XXXIV), credit being about equally divided between biological and physical science. Other social science majors average from 7.0 to 8.5 hours in laboratory science, with Political Science and Economics majors tending toward more physical science, Sociology majors toward more biological science. Only negligible credit is averaged in Mathematics and Geograpgy except in the case of Economics majors, where the mean credit is 4.5 hours and 3.4 hours respectively. Social science majors take Speech for credit averaging from 3 to nearly 5 hours and Psychology for credit ranging from 2.8 hours (for Political Science majors) to 10.5 (for Sociology majors). Mean credit hours in English Composition run about 2 hours in excess of the required 6 hours. Credit in the humanities area averages from 14 hours for Economics majors to 23 hours by History majors. Mean values run one or two hours more than the required minimum in the BPR courses and from 4.2 hours (Economics) to 8.2 hours (Sociology) in English Literature. Credit in Art and Music is shown by majors in all departments, but the mean credit hours is small.

TABLE XXXVIII.

CREDIT IN SCIENCE BY SCIENCE MAJORS

Dept.	No. Majors	Average Hours Credit								
		Bot.	Bact.	Chem.	Geol.	Phys.	Zoo.	Phys. Sci.	Biol. Sci.	Non-Major Sci.
Bot.& Bact.	16	14.6	14.1	10.2	0.6	0.0	6.6	10.8	35.3	17.4
Chemistry	25	0.2	0.5	35.2	0.4	9.9	2.6	45.5	3.3	13.6
Geology	5	0.0	0.0	10.6	43.8	9.6	0.6	64.0	0.6	20.8
Math.Astr.	22	0.9	0.3	6.7	1.9	8.7	0.4	17.3	1.6	17.9
Physics	11	0.0	0.0	14.5	0.3	35.4	0.3	50.2	0.3	15.1
Zoology	13	1.5	2.6	16.1	0.2	2.2	42.7	18.5	46.8	22.6

3. Laboratory Science Majors

In this discussion Mathematics is included along with the natural sciences, not in the sense that it is a true physical science, but because of its fabled reputation as "the handmaiden of science." Furthermore, Geology is considered as a physical science because of its emphasis, but recognition is hereby made of the seven hours of course work (Geology 102 and 313) which have strong biological affiliations.

Majors in Geology and Zoology accumulate mean credit hours in the major somewhat in excess of the 40 hours permitted to be offered for the B.A. degree. Other laboratory science majors average around 35 hours in the major department with the exception of Botany and Bacteriology majors, who average nearly 30 hours. Although the 25 Chemistry majors included in Tables XXXI, XXXV, and XXXVIII averaged 35.2 hours of credit, it is to be noted that some may have taken a minimal 30-hour major, while those who desired to enter graduate school in professional chemistry doubtless followed the recommended professional course of 44 hours. Examination of Table XXXVIII shows detectable departmental policies with respect to cognate subjects. All science majors averaged from 14 to 23 hours in non-major laboratory science. Botany and Bacteriology majors concentrated in Chemistry and Zoology, and Chemistry majors in Physics, Geology majors in both Chemistry and Physics, Physics majors in Chemistry, and Zoology majors in Chemistry. The table shows that physical science majors take relatively little biological science, whereas biological science majors average significant credit in the physical sciences. Mathematics majors show strong affinities for the social sciences, averaging 23 hours in that area (Table XXXV) as compared to 10 hours in laboratory science, where the strongest sampling is in Physics. As to the amount of Mathematics taken by laboratory science majors, Physics majors lead with a mean of 25.5 hours, followed by Geology majors with 18.2, Chemistry majors with 15.6 hours, Zoology majors with 3.3 hours, and Botany - Bacteriology majors with 2.9 hours.

Outside the cognate area, credit in the social sciences averaged by laboratory science majors is in no case less than 10 hours. The same could be said concerning credit in the humanities area for majors in four of the departments in Table XXXV. Mean credit in BPR for Chemistry and Physics majors approximates the 6 hours required, while credit in English Literature, Art, and Music is represented by a scattering of small values (Table XXXV). Majors in Geology, Mathematics, and Zoology tend to average 8 to 9 hours in the BPR area, and Botany - Bacteriology and Zoology majors average over 5 hours of credit in Literature. In general, however, Table XXXVIII shows that science majors average little credit in Art and Music. Mean credit in Speech is also small, majors in Physics and Geology averaging the most (3.1 and 2.6 hours respectively). Geology and Zoology majors average the most credit in Psychology, although the mean for science majors never falls below 2 hours.

4. Majors in the Humanities Area (Table XXXIII)

Majors in Literature (42 in number) averaged 29.5 hours in their major subject, and 14.9 hours in English Composition, undoubtedly a cognate field. Another area of marked emphasis is the social sciences

(19.8 hours), and these majors exceeded the expected mean of 16 hours in foreign language by over 3 hours. The six Music majors exceeded the minimal language requirement even more, averaging 20.3 hours in language, predominantly French. Majors in Music averaged 36.7 hours in the major department,10.2 hours in the social sciences, more than 8 hours in English Composition and Speech, and 5 or more hours in BPR, English Literature, and Psychology.

TABLE XXXIX.

HUMANITIES CREDIT BY MAJORS IN THE AREA

Dept.	No. Majors	Bible	Phil.	Relig.	Eng. Lit.	Art Applied	Art Theor.	Appl. Music	Theor. Music	Non-Major Humanities
Art	40	1.3	5.1	.07	7.6	23.9	11.3	.07	1.3	15.44
Eng.Lit.	42	3.7	4.7	0.5	29.5	1.0	1.7	0.4	1.0	13.0
Music	6	2.0	3.8	0.0	5.0	0.5	1.3	7.5	29.2	12.6
Philosophy	10	8.1	31.2	0.6	10.0	0.0	0.6	0.4	3.3	14.0

Art majors average 35.2 hours in the major department, approximately two-thirds of which is in applied Art, one-third in theoretical. The mean of 15.4 hours of credit in non-major humanities is concentrated in the BPR area (6.6 hours) and Literature (7.6 hours). Philosophy majors crowd the 40-hour limit in mean credit in the major; non-major humanities credit emphasizes Literature (10 hours) and Bible (8.1 hours), with almost 4 hours of average credit in Music. Art majors average more than double and Philosophy majors almost three times the required hours in the social sciences; Philosophy majors exceed the minimal 6hours in English Composition by over 2 hours, exceed a mean of 3 hours in Mathematics and Speech, and average almost 7 hours in Psychology. Except as noted above, majors in this area average close to the expected 16 hours in foreign language and average between 6 and 8 hours in laboratory science. Majors in Literature average about the same credit in physical science (3.3) as in the biological (3.7 hours), while the other majors average more in the biological sciences (3.8 to 7.2 hours). Table XXXIX shows that humanities majors tend to take more theoretical than applied courses in both Music and Art.

5. Majors in Departments not Grouped into Areas

Education majors average 25.5 hours in the major department, and almost 24 hours (well distributed) in the humanities. Average credit in the BPR area is low, probably because Education 408 (3 hours) is utilized both as a part of the major ind in partial satisfaction on the Philosophy-Religion requirement. Credit in Psychology averages 10.1 hours, and 17.2 mean hours in the social sciences shows emphasis in History, (7 hours) and Sociology (6 hours). These majors average 3.4 hours in Mathematics, 4 hours in Geography, and 2.8 hours in Speech. Education majors averaged very little physical science credit but averaged 6.3 hours in biological science.

Majors in the field of Home Economics average 36.0 hours in the major department, almost twice the minimal requirement in laboratory science, three times the requirement in the social sciences, and 22 hours in the humanities. Social science credit represents all four fields, with Economics (7 hours) and Sociology (6.3 hours) predominating. Significant credit is shown in all subjects in the humanities except Music, which is nevertheless represented (1.3 hours). Credit in laboratory science shows a preponderance in biological (7.6 hours) in comparison with physical science (4.0 hours). Credit in Speech averages 2.5 hours, in Psychology, 6.7 hours.

Mean credit in the major subject is 37 hours for Physical Education majors. These majors average almost 16 hours in the social sciences, 5.7 hours of which is in Sociology, 3.8 hours in History, 2.7 hours in Political Science, and 2.5 hours in Economics. Total average credit in the humanities of 8.1 hours is contributed to by 2.5 hours in BPR, 2.4 hours in Literature, 1.9 hours in Music, and 1.3 hours in Art. Table XL shows that Mathematics credit averages 2.5 hours, English Composition 7.6 hours, and Speech 2.7 hours.

TABLE XL.

MAJORS IN NON-AREA - GROUPED DEPARTMENTS

					Humanities								
Dept.	Lab Sci.	Math Astr.	Soc. Sci.	Geog.	Bible Phil. Relig.	Eng. Lit.	Art	Music	Total	For. Lang.	Eng. Comp.	Speech	Psych.
Educ.	8.7	3.4	17.2	4.0	3.99	6.6	7.1	6.3	23.99	15.9	6.5	2.8	10.1
Geog.	16.0	7.0	29.0	25.0	6.0	0.0	0.0	0.0	6.0	22.0	6.0	0.0	7.0
Home Ec.	11.7	0.3	17.8	0.5	6.3	6.2	8.3	1.3	22.1	16.0	7.9	2.5	6.7
Phys.Ed.	15.6	2.5	15.5	1.2	2.5	2.4	1.3	1.9	8.1	17.1	7.6	2.7	7.4
Psych.	9.5	2.4	29.4	0.7	9.3	6.8	1.0	1.9	19.0	16.9	8.5	2.0	35.3

Physical Education majors average 7.4 hours in Psycholgy and 13.6 hours in Education; the latter may include Education 408, which explains the low figure for credit in BPR. Credit in laboratory science averages almost 16 hours, almost 12 hours of which is in biological science.

Psychology majors acquire major departmental credit averaging 35.3 hours and average a near-major total of 29.4 hours in the social sciences, which show marked emphasis in Sociology (13.3 hours) but also significant sampling in History (6.5 hours), Economics (6.4 hours), and Political Science (2.7 hours). In the humanities, credit in BPR (9.3 hours) is significantly more than the minimum, 6.8 hours are averaged in Literature. and some credit is shown in Art (1.0 hour) and Music (1.9 hours). English Composition averages 8.5 hours, Speech 2.0 hours, Mathematics 2.4 hours, and laboratory science 3.5 hours more than the required minimum. Science credit averages 5.7 hours in the biological sciences, 2.6 hours in the physical sciences, 0.9 hours in the Experimental Curriculum.

TABLE XLI .

AREA AND PRE-PROFESSIONAL MAJORS

(Average Hrs. Credit)

Major Department	No. of Majors	Lab. Sci.	Math Astr.	Soc. Sci.	Geog.	Humanities: Bible Phil. Rel.	Eng. Lit.	Art	Music	Total	For. Lang.	Eng. Comp.	Speech	Psych.
Area:														
Gen. Sci.	1	54.0	2.0	12.0	0.0	12.0	6.0	3.0	0.0	21.0	19.0	6.0	2.0	4.0
Human Rel's	2	11.5	1.5	26.5	0.0	14.5	9.0	3.0	9.5	36.0	14.0	11.0	1.5	16.0
Indust. Rel's	1	9.0	1.0	61.0	1.0	8.0	0.0	0.0	0.0	8.0	12.0	6.0	2.0	19.0
Religion	2	6.0	2.0	23.0	0.0	40.0	7.5	4.0	0.0	51.5	20.0	7.5	0.0	6.0
Soc. Sci.	14	8.9	1.9	55.8	1.5	8.9	4.5	1.6	0.7	15.7	16.8	7.2	3.4	5.4
Pre-Prof:														
Pre-Law	2	6.0	0.0	45.0	0.0	6.0	1.5	0.0	0.0	7.5	16.0	7.0	12.0	1.5
Pre-Med.	41	54.2	5.4	16.3	0.7	7.5	3.6	0.4	1.1	12.6	17.2	8.4	1.6	5.8
Pre-Nurse.	4	50.0	1.8	10.5	0.8	8.0	6.8	0.8	0.0	15.6	16.8	4.5	1.3	6.3
Pre-Theo.	1	6.0	0.0	19.0	0.0	32.0	15.0	4.0	1.0	52.0	16.0	17.0	4.0	13.0

6. Area Majors and Pre-professional Majors (Tables XXXI, XLI)

Because of their small number, the Area majors require little comment, except perhaps in the case of the fourteen majors in the social science area. The 55.8 hours of mean credit in the social science area itself was distributed as follows: History, 19.4 hours; Political Science, 13.4 hours; Economics, 14.6 hours; Sociology, 7.9 hours. Credit in other areas occurs in typical mean values: slight excess over the minimal required hours in English Composition and foreign language, 3.4 hours and 5.4 hours respectively in Speech and Psychology, 1 to 2 hours in Mathematics, small scattered values in Geography. In the laboratory sciences, the mean credit was almost 3 hours in excess of the minimum of 6 required hours.

In the pre-professional majors the only significantly large group is that in Premedical Science, where mean credit in the area of concentration is comparable to that of the social science area major. As compared to departmental majors (except those in the area concerned), the premedic averages more credit in social science than 9 departmental majors, less than is averaged by 13 such majors; in the humanities, 15 departmental majors average more than the premedic, 6 average less. Only 5 majors average more credit in Mathematics, while mean credit is somewhat greater than the required minimum in English Composition, BPR, and foreign language. Little Speech is taken, but credit in Psychology averages almost 6 hours.

7. Miscellaneous Considerations

Almost all discussions relative to the general aspects of liberal education lay emphasis on subject-matter areas or broad fields of knowledge such as natural or laboratory science, social science, humanities, etc. The first three of these have definite connotations on the DePauw campus, but "humanities," either as a term or concept, has not been used for years. In this respect the term is revived and put to use to designate that body of knowledge embraced by Art, Music, Philosophy, Religion, Bible, and Literature, where the literature may be American, English, or foreign literature in 300 or 400-level foreign language courses. Since the term has been little used of late, the "Humanities" sections of the small tables in the foregoing have been so organized as to reflect mean credit in each of the departments concerned as well as total average credit in the humanities. This procedure cannot reflect any literature credit students may have gained in foreign language courses since such would be concealed in the mean values in the "Foreign Language" columns of the tables.

Certain "ungrouped" departments have been omitted from the small tables and the foregoing discussion. In the field of Education, majors in the department quite naturally earn the most credit. Other majors earning credit in excess of 4 hours in Education are those in Physical Education, History, Mathematics, Music, Romance Language, Art, and Speech. In the case of Physical Education, average credit is just slightly more than the required 4 hours. Mean values in Business Education and in Home Economics, though generally small, demonstrate that majors from virtually every department avail themselves of these offerings. Although Classics

(Greek and Latin) was included in the previous tables under "Foreign Language," separate consideration of the values in Table XXXI will show that some majors from a majority of the departments achieve some credit in this field.

8. Summary

A review of the above discussion, with special attention to the "totals" column in Table XXXI, will reveal that in the area of the laboratory sciences, majors in only ten departments exceed the minimum of 6 hours by two hours or more, although the average value for all is slightly more than two hours. On the other hand, non-major credit in the social sciences averages as little as ten hours in only two cases; in seven majors it averages three times the minimum of 6 hours, and in no less than 18 non-social science majors it averages at least twice this minimum. In the foreign language area, average credit is an hour or two more than the 16 hours except in four cases, where it is more. In English Composition, credit of 8 hours or more is earned by 16 majors, while Speech credit to the extent of 2 hours or more is earned by 22 majors.

Of all the departments in the humanities area, DePauw has only a 6-hour requirement in the BPR field; so 6 hours of credit in this field and this area would be expected. Actually, average credit of 8 hours or less in the humanities area occurs in only four majors; it is 12 hours or more in 15 majors.Review of the individual tables above reveals that mean credit in the BPR field is slightly above 6 hours, with majors in English Literature, French, and Zoology averaging somewhat higher. In the non-required Humanities, English Literature is elected far more frequently than work in Art and Music. Majors in Physical Education, Geography,and the laboratory sciences average between 0 hours and 5.2 hours of credit in Literature; among other majors 6 average up to 4 hours, 12 average between 4 and 8 hours, and 5 average over 8 hours. In the field of Art only 5 majors average in excess of 2 hours, while 20 majors average 2 hours or less. In Music, average credit of 2 hours or less is earned by 15 majors, while credit of more than 2 hours is earned by 10 majors, of which only 2 exceed 4 hours.

The above considerations yield a picture of the actual course content of the entire college experience for three graduating classes of DePauw students. Under the present educational program of skeletal requirements and a major influence exercised by the academic advisor, with due regard for variations in student abilities, backgrounds, interests, and needs, it might be expected that no particular pattern would stand out. A pattern, however, does stand out, which may be summarized as follows:

a. In the communications area the earning of somewhat more than the minimal 6 hours of credit in English Composition is quite general, and a majority of college majors elect at least 2 hours of Speech. In the foreign language area earned credit adheres more closely to the minimal requirement of 16 hours.

b. In the natural science area, the present 6 hour minimum has come to mean, in general, "enough science."

c. In the humanities as defined in this report, Art and Music are relatively neglected fields. Credit in Bible, Philosophy, and Religion conforms quite closely to the 6 hours required. Literature enjoys considerable popularity and is quite generally elected, although no requirement exists.

d. Of all areas, that of the social sciences is most popular, as judged by the hours of credit elected in excess of the minimal requirement of 6 hours.

In amplification of the fourth summarizing statement above, further documentation of the preoccupation with and emphasis on the social sciences at DePauw may be gained by analyzing the majors elected by the 873 students in the sample studied. More students majored in the field of Economics alone than majored in most other areas. Including the pre-law, industrial relations, and social science area majors, 37% of all majors in the sample were in the social science area. The "ungrouped" departments (Education, Geograpgy, Home Economics, Physical Education, Psychology) accounted for 19.3%, the communications area for 15.8% (11.1% in English Composition and Speech, 4.8% in foreign languages), the natural sciences for 15.8% (including premedical and pre-nursing), and the humanities area accounted for 12%.

EVALUATION OF THE EDUCATIONAL PROGRAM

One of the methods by which it was hoped that some evaluation of the effectiveness of the present program could be obtained was by the inclusion of certain questions in Questionnaires to both Alumni and Students. The Self Study Committee is fully aware of the subjective nature of the material obtained by such a technique.

1. General Effectiveness

Responses to the questionnaires, as they apply to general effectiveness of the program, are tabulated in Table XLII.

TABLE XLII.

EFFECTIVENESS OF EDUCATIONAL PROGRAM*

How effective was the program in preparing students for:	Very effective		Fairly effective		Not effective	
	Stu.	Alum.	Stu.	Alum.	Stu.	Alum.
1.A democratic way of life	43	46	52	47	5	6
2.Making a living	47	26	50	63	2	11
3.Spiritual and religious life	50	52	44	42	6	6
4.Appreciation of aesthetic values	46	56	46	39	8	5

*(All values are percentages of respondents.)

It is encouraging to note that only a small minority of respondents rated the program as ineffective in any of the four relationships; the greatest number doing so was the 11% of the alumni who rated the program ineffective in making a living. On the other hand, and with respect to this same relationship, the greatest number of persons making any single response was the 63% of the alumni who rated the program "fairly effective"; Only 26% rated it as "very effective" in making a living. Students tended to rate the program somewgat higher than the alumni in this respect.

As to the appreciation of aesthetic values, students divided equally on "very effective" and "fairly effective," while the alumni rather preponderantly rated the program as "very effective." As preparation for spiritual and religious life, both students and alumni rated the program as "very effective" in greater numbers than they rated it as "fairly effective." As a preparation for a democratic way of life, alumni divided rather evenly, but students responded as "fairly effective" in greater number.

In the over-all sense, these questions revealed no great dissatisfaction with the educational program either among students or alumni.

The question as to what subject contributed most (1) to employment and (2) to the richness of life was asked in both Student and Alumni questionnaires. On a percentage basis, responses for each student parallel in general the percentage of the students who majored in that subject. Notable exceptions did occur, as shown in the Appendix.

Far more students and alumni feel that History, Literature, Philosophy, and Religion "contribute most" to richness of life than can be accounted for by those who majored in these subjects. English Composition is revealed as a most practical subject since eight times as many alumni as majored in it listed it as "contributing most" to their employment; student responses were similar but not so intense.

The correlated question as to what subject "contributed least" was also asked. (See Appendix.)

That different persons react differently to their educational experiences is illustrated by the occurance of Philosophy and Religion in both responses. The most extreme reaction, among both students and alumni, was against Romance Language, where from one-third to nearly one-half of the respondents felt that it "contributed least" to either employment or richness of life.

These sections of the Student and Alumni questionnaires demonstrate that, in general, those on the receiving end of the educational program feel that their academic experiences at DePauw fitted them for "the good life."

2. Desirability of Change

Further attempts to secure evaluation indices on the present program were included in the Student and Alumni questionnaires by suggesting the possibility of changing the graduation requirements and asking for

opinions on such a suggestion. Table XLIII consolidates the responses.

If the Self Study Committee were seeking justification for recommending retention of the present program, Columns 2 and 4 of Table XLIII would provide such. The "weakest" response "for remaining the same" was the 44% of the students with reference to foreign language and the 52% of the alumni with reference to English Composition; the "strongest" was the respective 77% and 76% with reference to laboratory science. In general, no more than 5% of either group voted for elimination of a requirement. The notable exceptions to this include the 7% of students and 5% of alumni who favor elimination of the Physical Education requirement; and by far the strongest such suggestion was registered against the foreign language requirement, where 21% of responding students and 10% of responding alumni were for elimination.

TABLE XLIII.

ALUMNI AND STUDENT OPINION OF PRESENT GRADUATION REQUIREMENTS*

Requirements	1.Increase		2. Remain Same		3. Decrease		4. Eliminate	
	Stu.	Alum.	Stu.	Alum.	Stu.	Alum.	Stu.	Alum.
English Composition	31	46	67	52	1	2	1	0.4
Foreign Language	2	13	44	53	33	25	21	10
Laboratory Science	7	15	77	76	11	6	5	3
Social Science	28	36	64	59	3	4	0.4	1
Philosophy	19	25	67	65	9	7	4	3
Religion	16	22	71	68	9	7	5	4
Physical Education	7	8	62	73	22	14	7	5

* (All valuse are percentages of respondents)

With respect to other changes, it can be readily seen that sentiment was preponderantly for increase in the case of English Composition, social science, Philosophy, and Religion; sentiment was for decrease in foreign language and Physical Education. In the case of laboratory science, more students favored a decrease, more alumni favored an increase. All those favoring any change, were, of course, in a minority as compared to those favoring the status quo.

3. Self Study Testing Program

The Student and Alumni questionnaires discussed above were studied and reported on in good faith and on the thesis that they were completed by the respondents in equally good faith. It is realized that the questionnaire method involves many pitfalls on the road to true objectivity; a person completing a questionnaire may with the best of intentions merely register a bias. To provide an additional and complementary evaluative index on the effectiveness of the present educational program, the Self Study Committee sponsored the administration of tests that would presumably lead to more objective and quantitative information. The "Area Tests" of the Educational Testing Service, Princeton, N.J., were administered by the DePauw Testing Bureau to all seniors and approximately

one-third of the sophomores in school during the second semester 1954-1955. Because of the importance of this operation in terms of its place in the general scheme of evaluation of the educational program, the results, incorporated in Research Report No.60 of the DePauw Bureau, are herewith presented verbatim.

RESEARCH REPORT NO. 60.

THE AREA TESTS

(A Special Report to the Ford Self-Study Committee)

This report is an analysis of the mean or average scores on the Area Tests. The mean scaled scores in this study were assigned centile positions from the National Norms Table (a centile shows the proportion of the group which fell below a given score). Thus we have a comparison of the mean scale scores and a comparison of the centile position on the means. The groups used in the comparison were

Sophomore Men and Women by Major Area
Senior Men and Women by Major Area
Sophomore Men and Women by Major Subject
Senior Men and Women by Major Subject

The groupings for the major areas were the same as those subjects listed by Educational Testing Service in the given areas, i.e. social studies, humanities, or natural science.

The Educational Testing Service stated the purposes of the Area Tests were to assess the broad outcomes in education in the liberal arts. The Tests emphasize the abilities and understanding which are important to the individual's effectiveness and adjustment as a member of society. The questions were designed to test the students' grasp of basic concepts. They were aimed beyond the details of specific courses so as to reach those goals of education which are shared generally by the colleges offering instruction in the liberal arts.

TABLE XLIV.

MEAN SCALE SCORE AND CORRESPONDING CENTILE POSITION ON AREA TESTS FOR SOPHOMORE MEN AND WOMEN BY MAJOR AREA

Sex	Major Area	N	Mean Scale Score			Centile Position of Mean		
			Social Science	Humanities	Natural Science	Social Science	Humanities	Natural Science
Men	Social Science	24	468.33	451.67	495.00	51	57	65
	Humanities	8	556.25	515.50	497.50	82	78	56
	Natural Sci.	11	450.00	420.91	550.00	46	42	76
Women	Social Science	57	413.33	458.77	414.24	52	46	41
	Humanities	23	413.91	513.04	423.04	53	69	45
	Natural Sci.	7	398.57	458.57	507.14	46	46	80

In general sophomore men who were social science majors achieved in their own area at a level lower than that in humanities and natural science. The men who were majoring in humanities achieved slightly better in social science but somewhat poorer in natural science than they did in their own area. However, the men majoring in the humanities did considerably better in their own area and in social science than either of the other two groups. Those men majoring in natural science achieved considerably better in that area than in the other two areas. In fact, the only centile positions reported for the men which were below the national average were those for natural science majors in the areas of social science and humanities.

In all instances sophomore women achieved best in the area corresponding to their major area. There was little difference, regardless of the major area, in the achievement in social science. Women majoring in social science or humanities were below the national average centile position in natural science. However, women majoring in natural science were significantly above the national average in natural science centile position.

TABLE XLV.*

LEVELS OF ACHIEVEMENT BY AREAS, CLASS, AND SEX

Class	Sex	Major Area	High	Low
Sophomore	Men	Humanities	Social Science Humanities	
Sophomore	Men	Natural Science	Natural Science	Humanities
Sophomore	Women	Social Science		Natural Science
Sophomore	Women	Humanities	Humanities	
Sophomore	Women	Natural Science	Natural Science	
Senior	Men	Social Science	Social Science Natural Science	
Senior	Men	Humanities	Social Science Natural Science	
Senior	Men	Natural Science	Social Science Natural Science	
Senior	Women	Social Science	Humanities	
Senior	Women	Humanities		Social Science
Senior	Women	Natural Science	Social Science Humanities	

* (This is a Summary of Tables XLVI and XLIV.)

TABLE XLVI.

MEAN SCALE SCORE AND CORRESPONDING CENTILE POSITIONS ON AREA TESTS FOR SENIOR MEN AND WOMEN BY MAJOR AREA

Sex	Major Area	N	Mean Scale Score			Centile Position (General Norms)*			Centile Position (Major Group Norms)**		
			Soc. Sci.	Hum.	Nat. Sci.	SS	H	NS	SS	H	NS
Men	Soc. Sci.	104	539.42	469.23	442.50	60	48	41	63	46	67
Men	Humanities	24	507.08	544.17	507.08	49	73	45	58	52	70
Men	Nat. Sci.	29	518.97	491.72	600.34	53	56	75	63	54	58
Women	Soc. Sci.	77	488.05	529.09	450.26	55	56	54	45	69	51
Women	Humanities	36	455.28	548.89	436.94	44	62	48	40	54	44
Women	Nat. Sci.	8	520.00	562.50	582.50	68	69	92	63	80	51

* General Norms include all students regardless of their majors.
** Major Group Norms include only students majoring in the given area.

For senior men, on the general norms, social science majors did better in their own area than the other two. Their centile position was only slightly better on social science in terms of the major norms than in terms of the general norms, and considerably above the mean nationally when compared to other social science majors. These social science majors are slightly below average in the area of humanities. The general norms show that the humanities majors did better in that area than in the other two, but when compared with other humanities majors (major norms) they are only slightly above average. However, these humanities majors seem to do significantly better in natural science than other humanities majors over the country. In terms of the general norms, natural science majors did best in their own area but scored considerably lower when compared with other natural science majors nationally, though still above the mean position.

The senior women majoring in social science achieved at about the same level on all three tests when compared to the national norms. They were somewhat below average in social science when compared with other social science majors. They were noticeably higher in humanities when compared with other social science majors in liberal arts colleges. Humanities majors did best in their own area in terms of both the general and major norms, though only slightly above the mean position on the major norms. Our senior women majoring in humanities were considerably below other seniors majoring in humanities in the area of social science. The eight women majoring in natural science achieved extremely high in terms of the general norms for natural science but only at the mean position on the major norms. These eight women, regardless of norm group, were noticeably above average in the areas of social science and humanities.

In terms of major norms, men majoring in social science and natural science achieved mean scores higher than did women majoring in those two areas, while the reverse held for humanities (though with only a small difference).

Considerable differences are shown in the centile position accorded our students when different norms were used. In general the centile positions of the men were increased in social science and natural science and decreased in the humanities on the shift from the general norms to the major norms. The reverse of this was true for the women. For the women there appears a decrease in mean centile position in social science and natural science and an increase in humanities when the shift is made from general to major norms. These differences are quite possibly due to differences in the proportion of men and women normally majoring in these different areas and their usual difference in achievement in the different subject areas. Also to be considered is the fact that general norms are separate for men and women, while the major norms are computed on combined data of men and women.

For those specific majors which had enough students (10 or more) for analysis the following report is made:

TABLE XLVII.

MEAN SCALED SCORES AND CORRESPONDING CENTILE POSITION ON AREA TESTS OF SPECIFIC MAJOR.*

Class & Sex	Major	N	Mean Scale Score			Centile Position General Norms			Centile Position Major Norms (**)		
			SS	H	NS	SS	H	NS	SS	H	NS
Senior Men	Psych.	14	569.28	551.43	568.57	72	75	67	73	75	89
Senior Men	Pre Med	13	510.77	503.84	599.23	50	60	75	60	58	58
Senior Men	Poli. Sci.	16	585.00	498.12	485.62	76	57	38	78	57	65
Senior Men	Econ.	50	511.60	438.60	478.00	50	36	35	53	34	62
Sr. Women	Psych.	14	532.86	562.14	487.14	72	69	67	60	80	65
Sr. Women	Elem. Ed.	23	480.87	527.39	449.13	53	55	54	42	68	51
Sr. Women	Home Ec.	10	466.00	516.00	433.00	48	51	47	37	65	44
Sr. Women	Sociol.	13	467.69	483.85	426.15	49	38	42	37	52	40
Soph Women	Psych.	10	453.00	487.00	473.00	67	58	68	--	--	--
Soph Women	Home Ec	12	389.17	445.83	387.50	42	40	28	--	--	--
Soph Women	Elem. Ed.	24	382.92	444.17	405.00	39	39	37	--	--	--

* Major subjects are arranged in order of overall highest centile position by sex and class.
** No Major Norms available for sophomores.

A definite hierarchy by major field of study does appear. On general norms senior men and women and sophomore women indicating Psychology as a major achieve the highest on an over-all basis of the three tests. It should be pointed out that none of the groups are very large, and caution must be used in drawing conclusions. Tentative observation points to senior men majoring in Economics taking more humanities, senior women in Elementary Education taking more of all three areas. The number of senior men majoring in Economics is quite adequate. Therefore the need for more humanities should be given definite consideration.

As a further check on the achievement of the DePauw group, the difference between the mean scores of the DePauw group and the norm group on each test was compared with the following results:

TABLE XLVIII.

DIFFERENCE OF MEAN SCALE SCORES FOR THE DEPAUW STUDENT AND THE NORM GROUP ON THE AREA TESTS

Class	Area	DePauw Mean (N-269)	Norm Group Mean (N-1531)	Difference	Significance Level
	Social Science	514.40	491.00	23.40	.001
Sr.	Humanities	514.80	494.00	20.80	.01
	Natural Science	493.60	486.00	7.60	NS

(Table XLVIII continued)

		(N-131)	(N-1995)		
	Social Science	438.40	430.00	8.40	NS
Soph.	Humanities	474.40	458.00	16.40	.05
	Natural Science	458.80	455.00	3.80	NS

The DePauw seniors scored significantly higher on the average than did the norm group in the areas of social science and humanities. Although the difference between the two groups on natural science was not significant, the difference was in favor of the DePauw seniors.

For sophomores, the only significant difference appears on the humanities test, where the DePauw group averaged higher than the norm group. The differences on social science and natural science, though not statistically significant, were in favor of the DePauw sophomores.

There is evidence to indicate that the DePauw groups are more homogeneous than are the corresponding norm groups.

Summary

a. In general students achieved better on the Area test corresponding to their general field of study. There are some exceptions.
b. In all instances except for senior women social science majors, the seniors achieved at, or above, the 50th centile (in terms of major norms) on the Area test corresponding to their general field of study. Senior men social science majors had a mean score on the social science area farthest above the mean.
c. There appears to be differences between the achievement levels of specific major groups. The small size of the samples demands coutious interpretation of these data.
d. Outstanding needs are:
Senior women majoring in a social science or humanities need more social science.
Sophomore men majoring in a natural science need more humanities.
Sophomore women majoring in a social science need more natural science.
e. DePauw seniors scored significantly higher than the norm group on social science and humanities. The DePauw sophomores achieved significantly higher on humanities. On both the senior and sophomore levels, the differences which were not significant were in favor of the DePauw classes.

MAJOR FIELDS OF STUDY USED BY EDUCATIONAL TESTING SERVICE

Social Science

Business and Commerce
Economics
Education
Geography
Government
History
Home Economics
Labor Relations
Personnel Work
Physical Education
Political Science
Pre-law
Social Work
Sociology

Humanities

Archeology
Art
Drama
English
Languages
Literature and Journalism
Music
Philosophy
Religion

Natural Science

Agriculture
Anatomy
Astronomy
Biochemestry
Biology
Botany
Chemistry
Engineering
Forestry
Geology
Horticulture
Mathematics
Mineralogy
Pharmacy
Physics
Pre-Medical Science
Statistics
Zoology

FACULTY OPINION

The Faculty Questionnaire

Faculty opinion on the educational program as codified by the graduation requirement was reflected in reactions to a "tentative proposal" embodied in the Faculty Questionnaire which was returned by 83 members or about two-thirds of the faculty. What was proposed involved the following basic changes: (1) a change in requirements now in force:

TABLE XLIX.

FACULTY RESPONSES TO QUESTION 1 ON FACULTY QUESTIONNAIRE *

		Foreign Lang.	Laboratory Science	Social Science	Philosophy Religion
Substitute Tent. Proposal	yes	58	37	59	60
	no	10	34	14	13
	no ans.	33	29	27	27
Continue as at present	yes	30	40	23	23
	no	10	14	14	17
	no ans.	60	46	63	60

* (All values are percentages of respondents)

(2) substitution therefor of broader requirements couched in terms of areas of human knowledge; (3) construction of the latter in such a manner as to exercise a greater measure of direction of the student's educational experiences in the distribution area or non-specialistic course work. A consolidation of the responses is given in Table XLIX.

1. English Composition Requirement

What was proposed actually differed in no respect from present practice where either Freshman English 101-102 (6 hours) or Basic Communications (8 hours) may be used by a student to satisfy the requirement. Prior to the questionnaire, discussions involving staff members from various areas of subject matter and the Graduation Requirements Committee had occurred. In these discussions the idea that approximately two hours of Speech should be required in addition to 6 hours of English Composition was broached, discussed, and accorded quite general approval. When the Graduation Requirements Committee drew up the tentative proposal, this idea encountered enough opposition within the Committee to delete it from the proposal. The pattern generally favored in the group discussions was in terms of an 8-hour Communications requirement that could be fulfilled by credit in Basic Communications, 8 hours, or credit in regular Freshman English plus 2 hours of credit in Speech.

2. Foreign Language Requirement

The proposal recommended no change in the number of hours of credit required but did recommend a change in aims and methods. The recommendation was to regard <u>understanding</u> as a prime requisite, and to make the ultimate goal a better understanding of the culture and literature of the people concerned; hence <u>reading ability</u> would be the emphasized immediate goal. In the questionnaires, several written comments supported the proposal while others felt that because this was already the goal of language instruction, the proposal represented no change. Eight comments recommended reduction of the requirement in hours of credit; a few recommended abolition. Four comments attacked the practice of giving reduced credit for courses considered to be a duplication of high school work.

3. Laboratory Science Requirement

The tentative proposal, in the case of science, represented a marked stiffening of the requirement as compared to present practice; it proposed a two-year, 12-hour requirement so stated as to require credit in both a physical science (Chemestry, Geology, Physics) and a biological science (Botany, Bacteriology, Zoology). This type of requirement had also been discussed in group meetings and had been accorded rather general approval, although some strong opposition developed. In writing up the proposal, the Committee provided that substitutions might be made as follows: for one semester of physical science, 3 hours of Mathematics or Astronomy; for one semester of biological science, Psychology 201, 4 hours.

Reference to Table XLIX will show that this proposal, of all the proposals, registered what may be termed the weakest affirmative vote.

Critical study of "written in" comments would suggest that the objectionable feature was the specifics, not the general idea. Out of 34 comments only two were against the 12-hour requirement as such. Ten comments objected to the substitutions, and these ten comments made up the most consistent group. Two comments suggested a requirement as high as 15 or 16 hours, while four suggested a 9-hour requirement sampling both the biological and physical fields of science.

4. Philosophy-Religion Requirement

The tentative proposal involved the merging of this 6-hour requirement into a broader requirement in the humanities area totalling 15 hours, no more than 6 hours of which could be in any one department. Further directional strictures were as follows: 6 credit hours were to be earned in Group A (Bible, Philosophy, Religion) and 6 hours in Group B (English Literature, American Literature, Literature in a foreign language in 300-400 level courses.) Group C, consisting of Art and Music, was also provided but no requirement in this group was stated, although a residual 3 hours remained (in the total of 15 hours) which could be fulfilled by credit in Group C.

General reaction to the proposal can be seen in Table XLIX. Among specific comments the most consistently recurring one recommended a 12-hour requirement in this area. Other suggestions included: (1) a 3-hour requirement in each, Philosophy and Religion (Bible), (2) requiring of all a course in each, Philosophy and Religion; (3) increasing the requirement to 18 hours and requiring 6 hours in Group C; (4) arranging some way to include band, orchestra, choir, and dance in Group C; (5) deleting Music and Art; (6) requiring Music or Art; (7) permitting credit in a second foreign language in college to apply on the Group B requirement.

5. Social Science Requirement

The proposal was to increase the present 6-hour requirement to 12 hours, of which 6 hours must be in History, and of this History, no more than 3 hours in American History. This last stricture was imposed in the belief that most students have had American History in high school, and that it is educationally desirable to give some impetus to study of world or European History. The remaining 6 hours of the requirement were to be met by election in any combination, from Economics, Geography, Political Science, or Sociology.

Table XLIX records the reaction to the proposal, which was generally favored. Among comments the most consistent ones (1) objected to the stricture on American History; (2) objected to dividing the entire field into History on the one hand and the other social sciences on the other; (3) objected to the inclusion of Geography; (4) proposed allowing Air Science credit to apply; (5) suggested keeping any social science credit over 6 hours elective; (6) expressed equal favor for a 9-hour requirement.

6. Physical Education

The proposal was to continue the requirement currently in effect.

7. Experimental Curriculum or General Studies Courses

In their respectively appropriate places, the Biological Science, Physical Science, Social Science General Studies courses and the History of Civilization course made up one of the options in satisfying a requirement. However, the degree of integration was not very intimate, since these eight-hour courses would be elected by the student in place of six-hour courses which would suffice in fulfilling the requirement.

DISCUSSION AND RECOMMENDATIONS

In addition to questionnaire results reported on above, much faculty opinion was expressed in numerous group meetings held at various times during the progress of the Self Study. Cognizance will be taken of these opinions in this section.

Both the Graduation Requirements Committee and the Self Study Committee which succeeded it have viewed the graduation requirements as practical mechanisms designed to realize the aims and objectives of the University (see Chapter III). In almost any faculty discussion, it was with great difficulty that the discussion could be kept in a frame of reference where aims and objectives on the one hand, and departmental courses and requirements on the other, could be kept in equally bright focus. Inevitably the conversational drift would be much concerned with the specifics (courses, departments, requirements) and would lose sight of the broad principles (aims and objectives). Repeated on many occasions, this circumstance indicates that serious consideration of University aims and objectives by the average faculty member assumes a place secondary to more specialistic considerations. This, a situation of national prevalence, indicates the exercise of special vigilance to insure that courses utilized by students in fulfilling graduation requirements are relevant to realization of University aims.

This state of affairs leads to another observation based on many faculty discussions: the faculty is predominantly specialistic; departmentalism is very strong. The Self Study Committee feels that this is the logical outcome of the last half-century of educational development, not only at DePauw, but over the United States as a whole.[1] To a certain extent this demonstrates the University's versatility and adaptiveneness in responding to (1) the proliferation in the sheer amount of human knowledge and (2) the needs of the population developing a highly industrialized society. At the same time it emphasizes the divisiveness that has caused thoughtful educators to engage in the "Search for Unity."[2] To a great extent, beginning courses in the various departments are designed by existing specialists for the proper introduction of future specialists into the specialty. The consequent extent to which such a course is relevant to the needs of the non-specialist is questionable.

The Self Study Committee has concerned itself very largely with the problems of general education and the "search for unity," on the thesis that the specialization and the educational programs of departments with their majors

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1. General Education in a Free Society (Harvard University Press, 1945), Ch. 5.

2. Ibid., p. 36.

were effective, successful, and much less in need of study than DePauw's educational program in the general or distributive area. In this respect the Committee attitude could be expressed no better than as follows: "General and special education are not, and must not be placed, in competition with each other. General education should provide not only an adequate groundwork for the choice of a specialty, but a milieu in which the specialty can develop its fullest potentialities. Specialization can only realize its major purposes within a larger general context, with which it can never afford to sever organic connection. General education is an organism, whole and integrated; special education is an organ, a member designed to fulfill a particular function within the whole. Special education instructs in what things can be done and how to do them; general education, in what needs to be done and to what ends. General education is the appreciation of the organic complex of relationships which gives meaning and point to the specialty."[3]

An opening attack has already been made in the reduction of division and departmentalism at DePauw by two noteworthy actions in recent years: (1) Establishment of the Experimental Curriculum (now General Studies) Program, and (2) Establishment of the Area Major Program. There is ample room and urgent need for further improvement, however, and many of the necessary changes are non-legislative actions which rest upon the integrity, devotion, and good faith of the individual faculty member.

In considering the problems of academic unity, the following should be borne in mind:

1. Each course must be consciously and deliberatively related to the aims and objectives of the University either as presented in the Catalogue or as modified as a result of this study. The University itself is devoted to the liberal arts ideal, and in group discussions the term "liberal arts" was frequently used but seldom defined with accuracy and universal acceptance. This circumstance led the Self Study Committee to initiate action by which the faculty, by its own efforts, formulated a set of statements that may be used as a criterion for adjudging the liberal arts content of a course. Means are thus at hand by which courses may be evaluated and changed, if need be, to be sure that they relate positively to the aims and purposes of the University.

2. While no essential antagonism exists between general education and special education, there exists the possibility that introductory courses may ignore or treat inadequately the former. Courses utilizable for graduation requirement fulfillment in the distribution area have a special obligation in this respect. At this point there arises the question, What is the thread of unity or core of common knowledge and understanding that should characterize the broadening, liberating, educational experiences in the distribution area? The Self Study Committee presents two themes; the American cultural heritage and the inevitability of change.

a. American society of today is the product of a long evolution; what we believe, what we have, and what we are today have been contributed to by the Jew, Greek, Roman, Christian, Western European, Anglo-Saxon, and preceding generations of Americans. Over this long evolution there have been wars, victories and defeats, strivings, successes and failures; and throughout this great expenditure of human effort convictions and beliefs, ideals and ideas

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3. General Education in a Free Society (Harvard University Press, 1945), p. 195.

have been powerful motivating agents. No department exists at DePauw which cannot bring its subject matter, whether centered on the past or the present, to bear upon some clarification and revelation of our cultural heritage and open the way to a feeling of commitment and dedication.

b. Whereas a highly devoloped sense of heritage leads to acceptance and relative stability, the Western cultural history has been characterized by noteworthy individuals and groups in which skepticism, curiosity, and dissatisfaction has resulted in changes. This too has had a marked effect in shaping the Western mind and the America of today.

3. The preoccupation with one's own specialty has led to a considerable lack of appreciation and understanding of the work of other specialists and other departments. There exists a sort of "requirement complex" where distribution requirements are viewed as academic hurdles to be jumped as quickly and painlessly as possible so the student can get on with the business of getting an education, where "getting an education" refers in the main to the major and minor work governed largely by the major department. A prospective science major is likely to regard his "required" work in social science in this light, and vice versa, and there is evidence that many majors so regard their work in foreign language. Findings of the Self Study Committee in session with the Student Curriculum Committee would indicate that such attitudes develop and exist not with active faculty connivance so much as by faculty sufferance and toleration. This tends to devalue the distribution area requirements and place greater emphasis on the specialized major and minor work - in short, to aggravate division and reduce the effectiveness of those educational experiences which ought to work toward unity and the education of the whole man. The Self Study Committee herewith makes a plea for a reversal of this trend. First, it recommends that faculty members adopt academic hobbies by which they may by reading become more familiar with those subjects in which their current backgrounds are weakest. A desideratum would be a situation in which every faculty member could talk with relative ease and fair understanding with most, if not all, other faculty members about their specialties. Second, it is recommended that every course given in the entire curriculum be written up, by its teacher or teachers, on not more than two typewritten pages. These descriptions should include aims and purposes, a brief indication of content, and methods utilized, and should convey the very spirit of the course. Such descriptions would clearly indicate the place of the course in the broad program of the University as a whole as well as its relation to the specialized departmental program. Assembled and made available to all, these descriptions would enable each faculty member to gain greater understanding and appreciation of the contribution of the "other fellow" and a greater feeling of mutual participation in a common enterprise. Furthermore, it is hoped that this mechanism, coupled with the first suggestion, will lead to greater cross-referencing of subject matter, more mention of other disciplines, and more emphasis on the unity of human knowledge. Third, it is recommended that each faculty member become an active interpreter for and ardent advocate of each University requirement. It is not enough for a counselor to tell a counselee that he must take six hours in the field of Bible, Philosophy, or Religion simply because it is a "requirement for graduation." The requirement itself must be explained as well as the course or courses to be used in fulfillment, not only in terms of subject matter specifics but also in terms of broad goals in the development of the whole man. This should be done with positiveness and conviction and should lead the student to a clear awareness of the

contribution the fulfilling of the requirement will make to his own development and carry the correlated implication that he is expected to get something from it.

Throughout the self study the present graduation requirements have been under scrutiny with a view to possible change. Results of the testing program, meetings with both faculty groups and the Student Curriculum Committee, and the deliberations of the Self Study Committee have militated toward the conviction that the aims of the University would be better realized by increasing the graduation requirements in such a manner as to direct more work that is now elective. Faculty discussions have indicated that the tentative proposal in the Faculty Questionnaire went too far in this direction since the requirements proposed therein added up to approximately 65 hours. No serious faults were brought to light so far as specialization and major-minor work is concerned; hence the Committee's recommendations are concerned primarily with requirements in the distribution area.

1. Communications

Of all the distinctive features which set the human apart from other living beings, none is more fundamental or grandiose in concept that man's unique capacity for symbolic thought, the ability to engage in conceptual thought and associate such thoughts with phonetic verbalizations and geometric symbols which can be organized into alphabets. In other words, man alone can communicate by engaging in speaking and listening, reading and writing. The Committee commends the present trend in the English department to put more reading into the composition courses and more writing into the literature courses. Since the average person-to-person communication involves speaking and listening much more than writing, the Committee feels that these elements of the communication process ought to be included in the requirement, even though it is true that facility in reading and writing will be reflected in better speaking and listening. It is recommended that the present 6-hour requirement in English Composition be replaced by an eight-hour requirement in English Communications. Satisfaction of this requirement may by achieved by credit for Basic Communications, 8 hours, or by credit for Freshman English, 6 hours, plus 2 hours in Fundamentals of Speech.

2. Foreign Language

Although some opposition and skepticism exists within its ranks, the DePauw faculty as a whole believes in the value of foreign language in liberal arts education. It has affirmed this by questionnaire reaponses and by several straw votes taken in group meetings. This Committee desires to concur in and to reinforce this refusal to join the "retreat toward momolingual isolationism" that has characterized much of higher education within recent decades. [4] This stand is not based on the tradition-following idea that "languages have always been taught"; furthermore, the Committee believes there is little merit in "learning a

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4. General Education in School and College (Harvard University Press, 1952), p.47.

language" per se. The study of foreign language deserves a place in the graduation requirements because it can be utilized for the achieving of certain liberal arts goals and University aims in a distinctive and unique manner not afforded by any other disicipline. In amplification, the Committee submits the following:

a. As mentioned before in connection with English, communication lies at the very basis of the state of being human, and language is the product of communication. The individual whose sole experience in human communication is confined to the native tongue is subject to certain conceptual or appreciative limitations which are correctible only by acquaintance with an alternative. A foreign language provides this alternative, and its study in comparison with English should provide a broadened concept and increased understanding of language in general. This intellectual dividend is in addition to the actual knowledge of the foreign language, and a by-product of utmost importance ought to be sharpened awareness of the potentialities of English, greater appreciation of its structure, and increased facility in its use.

b. Even greater opportunities are afforded by utilizing the foreign language to investigate the cultures of the people who use (or did use) it in their daily lives. The very nature of a foreign language, the spelling of its words,the construction of its senterces testify to the fact that people react differently to the problems of life. When the language is used to study the activities, institutions, thoughts, ideals of the people whose vernacular it is, it reveals the "other in its very otherness"[5] and becomes an instrument which dispels intellectual provincialism and widens the mental horizon by yielding some insight into the "cultural relativity of man.[6] Such actual use of the language should begin at the earliest practicable moment and should be concerned with aspects of the culture being studied that are of current concern to the student, such as material involving the humanities, the social sciences, or natural science. Ends to be sought constantly should be understanding, comparison and contrast, interpretation, and appreciation. It is indicated that reading be emphasized, though speaking, listening,and writing ought to be used as feasible and necessary. Whitehead has said: "Language is the incarnation of the mentality of the race which fashioned it. Every phrase and every word embodies some habitual idea of men and women as they ploughed their fields, tended their homes, and built their cities."[7]

Very early in language study, people, events, and ideas should become as important as, or more so than, structural details; the latter should be insinuated into the program as the study of the former progresses, to the end that the people, their activities and ideals, and their language appear as part and parcel of the same civilization.

A majority of the Committee feels that the above statements present a

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5. Hugh M. Davidson, "Language and Languages in the Curriculum," Jour. Gen. Ed., VI (1952), 239-245.
6. General Education in School and College (Harvard University Press, 1952), p. 48.
7. A. N. Whitehead, The Aims of Education (The Macmillan Co., 1929).

rational justification of the value of a foreign language requirement for graduation in terms of recognized liberal arts goals. Statements of departmental aims presented by the language departments at the Faculty Workshop contained the elements of the above argument, but with different emphasis in comparison with other goals that were included.

When we turn attention to the present state of affairs, it is the duty of the Committee to report that all is not well; the present foreign language requirement is the "sickest" of the requirements for graduation. Of 767 respondents to the student questionnaire, 54% stated that the language requirement should be reduced or eliminated. Whatever the present language teaching aims are claimed to be, and regardless of methods employed to achieve those aims, it is apparent that the students do not regard it as a meaningful educational experience. That the same is essentially true of alumni can be seen in that 35% of the 942 responding alumni indicated the same thing. Among the alumni only 1% indicated that a foreign language had contributed most to employment or the richness of life, whereas 38% and 30% voted that it had contributed least, respectively, to employment and richness of life.

The Self Study Committee made a strong effort to arrive at the basic causes of dissatisfaction with language study, primarily through several discussion sessions with the Student Curriculum Committee. In cooperating with and contributing to the study the Committee divided up the work and held discussions in every student house of residence, timing the discussions to follow news releases in The DePauw. This assured the sampling of large numbers of students, the sampling of students of all degrees of excellence, and at a time when the discussions were relevant so far as interest was concerned. With respect to foreign language study, the following developed:

a. It is frequently characterized by lack of proportion in that disproportionate time is spent on items of grammar or language structure which prove to be little used thereafter and are apparently relatively obscure.

b. It often concentrates on structural details, even minutiae, to the point of becoming dull, mechanical, and tedious.

c. It ordinarily conveys too little knowledge and understanding of the culture, country, and people of which the language is the native tongue.

d. It usually develops ability to use the language to an extent that is disappointingly slight, even at the end of two years of study.

e. It fails to impart to the student a sense of achievement.

In the midst of a virtual chorus of adverse comment, the Self Study Committee was able to piece together a picture in which "learning the language" appeared to be the chief goal of instruction apparent to students. While there was some increased appreciation of English, there appeared to be no concerted and continuing effort to use comparison and contrast to sharpen the understanding of both English and the foreign language, or to reveal both as the products of long evolution in human communication. There was much drill on vocabulary and grammatical detail, which led to the point of view expressed in the statement,

"We were always getting ready to do something that we never got to do." Some of the meterial which was read was characterized as "silly little stories." The teaching seemed to be obsessed with the idea of "coverage" and to assume that a student was unworthy to attempt to use the language to any degree until the "coverage" of grammatical and other structural details was relatively complete. Considerable evidence came to hand that certain classes in language become pervaded by a sense of defeatism; students were characterized by lack of motivation, dissatisfaction, and apathy; and the course was conducted with a sort of mechanical doggedness which seemed to indicate to the students the disillusion of the instructor.

The above paragraph reports results of inquiry conducted to throw light on and to explain the adverse questionnaire results. It seems a justified conclusion that the required work in foreign language at DePauw needs a drastic revitalization, a revitalization which, above all things, will yield to the student a sense of achievement as he progressess through and completes his work. The Self Study Committee is convinced that the actual hours of credit required are much less important than other matters which would include (1) realistic goals which involve valid liberal arts aims and (2) changed methods and materials deliberately utilized to realize the goals adopted.

The Committee presents the following recommendations:

a. That the foreign language requirement be reduced to 14 hours of credit, to be met by four-hour courses in the introductory year and by three-hour courses in the second year.

b. That the aims of the requirement be phrased as follows:

1. To study a foreign language with respect to grammar, form, and structure in general and with constant reference to English in order to gain a working knowledge of the language itself and some additional insight into English and language in general.

2. To use the language as a means of exploring the ideas, activities, and institutions of the people who use (or did use) the language in their daily lives in order to gain a greater understanding and appreciation of the contribution their racial culture had made or is making to world affairs.

c. That teachers of language adopt changed methods whereby <u>use</u> of the language is begun very early and whereby details of grammar and structure can be insinuated into the study as the use of the language proceeds.

d. That <u>understanding</u> and <u>appreciation</u> be stressed in language instruction, and that it apply to both <u>language</u> and <u>ideas</u>, chiefly through the agency of reading, but not to the exclusion of speaking, listening, and writing, all of which should be used as is feasible and necessary.

e. That reading materials for study be diversified and include several areas of human knowledge and not be confined to fiction alone.

f. That the administrative officers of the University exert all possible effort to provide for language instruction at DePauw an electronically-equipped language laboratory; that the foreign language departments begin making preparation for the effective utilization of such a laboratory.

g. That, when final agreement is reached by faculty legislative action, the entire faculty and administration present a united front by positively supporting the language requirement; that this be done to the extent that students become aware that the faculty expects them to achieve certain cultural gains by the study of a foreign language.

The Self Study Committee desires to report that the method suggested in Recommendation 3 has been used successfully at the University of Chicago, as was reported by Dr. F. Champion Ward in a visit to the DePauw campus during the spring of 1952. In addition, it is currently being used at Purdue University, where language laboratories are in operation. The Purdue Language Laboratories were observed im operation by a member of the Committee and three members of the language departments as a contribution to this study.

3. The Humanities

The progress of the Self Study has been accompanied by a growing conviction that the present Philosophy-Religion requirement is subject to certain weaknesses and that it does not, in general, encompass enough. This has led to the belief that there ought to be a requirement dealing with the innermost nature of man as revealed by the products of the human mind as it contemplates God, man, and the natural universe. On the one hand these products of the mind relate to ideas, ideals, beliefs, and convictions expressed in philosophy and religion; on the other hand, these products of the mind relate to a creative impulse that results in great art, great music, and great literature. They involve imagination, emotion, sensual perception, discrimination, appreciative capacity; and they are greatly concerned with the realm of value and value judgments.

On the basis of these considerations, the Committee recommends the adoption of a 12-hour requirement in the humanities, as follows:

a. That groups of subject matter be established as follows:

Group A	Group B
Bible	Art
Philosophy	Music
Religion	English Literature, American Literature, Literature in foreign language (300-400 level)
	History of Civilization (4 hrs. only)[8]
	Senior Colloquium

8. The History of Civilization course, when taken in its entirety, will carry four credit hours in social science and four credit hours in the humanities.

b. That the requirement be satisfied as follows:

a. Three hours must be in Philosophy
b. Three hours must be in Bible or Religion
c. Three hours must be in Group B
d. Three hours may be elected from either group

4. The Natural Sciences

In contrast to the above requirement dealing with the products of man's mind, this one deals with the detectable, measureable phenomena of the natural universe; it also deals with a distinctive and unique approach to the pursuit and discovery of the truth which has resulted in the substitution of knowledge for pre-existing superstition and fear. Educational goals expected to result from study in the natural sciences include: (1) appreciation of law and order in the universe, (2) understanding of scientific methods and attitudes of mind, (3) acquaintance with some of the laws, principles, and theories applicable to natural phenomena, (4) appreciation of the potentialities and the limitations of science, (5) such factual knowledge as will enable the student to understand himself in his biological and physical setting, (6) appreciation of quantitativeness and precision in both method and expression, (7) awareness of the impact of both on the Western cultural heritage in particular and human society in general.

The Self Study Committee feels that the educational goals expected from a study of science amply justifies a modest increase in the amount of science study that may be expected from all students. It accordingly recommends an increase not couched in terms of a definite number of hours, but a requirement that may be met with a minimum of 9 hours of credit, as follows:

a. In strictly laboratory science, a one-year course, to be fulfilled by earning credit in Introduction to Physical Science or Introduction to Plant and Animal Biology or the introductory course in any of the following: Botany and Bacteriology, Chemistry, Geology, Physics, Zoology.

b. One semester, or three hours, of additional credit which may be earned in Mathematics, Psychology, or any laboratory science not utilized for (a) above.

It is suggested that students entering DePauw with no physical science credit (Physics, Chemistry, or Geology) take the full year credit in one of the physical sciences or the General Studies course, Introduction to Physical Science, while those students entering DePauw with no biological science credit (Biology, Botany, or Zoology) take the one-year course in the biological sciences, or the General Studies Course, Introduction to Plant and Animal Biology. Students who entered with a background in both fields of science may take the option as given in sections a and b above.

5. The Social Sciences

No understanding of our cultural heritage, or of the effects of change, would be complete without significant knowledge of man's relation to man, the exploration of which is the purpose of this requirement. Such study includes principles, forces, institutions, and the interplay of these on each other as they affect or have effected human relationships in (1) social and group living, (2) the state, under government and law, (3) economic exchanges of goods and services. The Self Study Committee feels that an appropriate level of understanding of civilization and human society indicates somewhat more study than is required under the present graduation requirement. The Committee accordingly recommends that the requirement be increased to 10 academic hours, and that recognized avenues of satisfying the requirement be as follows:

a. A one-year course totalling 6 hours to be taken in one department (Economics, History, Political Science, Sociology).

b. An additional 4 hours that may be fulfilled by applying 4 hours only of The History of Civilization,[9] or by electing courses in any combination from departments not utilized in (1) above.

OR

a. Credit in Introduction to the Social Sciences.

b. Two hours to be elected from any social science department.

6. The Air Science Department

This is the newest of DePauw's departments, having begun its offerings in the fall of 1951. In the fall of 1953 a revised curriculum was introduced which concentrated on liberal education with emphasis on development of leadership capacity. A partial list of subcourses included in the curriculum will illustrate the nature of the program:

Introduction to Aviation
Fundamentals of Global Geography
International Tensions and Security Organizations
Creative Problem Solving
Communication (written and oral)
Leadership and Management
Military Aspects of World Political Geography

It can be seen that these subcourses involve, to name a few, such fields as History, Geography, Psychology, Political Science, English Composition, Speech, and Sociology. The Leadership Laboratory conducted by the department in "drill" sessions emphasizes the development of leadership

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9. The History of Civilization course, when taken in its entirety, will carry four hours of credit in social science and four hours of credit in Humanities.

capacity which is one of the ideals of the University as a whole. In spite of the liberal character of the program, the Self Study Committee calls attention to the fact that at present academic credit in this department is applicable only as elective credit toward the total of 124 hours required for graduation. In order to achieve a greater integration of the work of this department into the general program of the University, the Committee recommends that Air Science be accorded the status of an academic minor for majors in those subjects where it is cognate.

7. Physical Education

The Committee makes no recommendation with respect to hours of credit required for graduation in the field of Physical Education. However, the Committee does recommend that letter grades given in Physical Education be not counted in determining academic standing or honors.

8. Comprehensive Examinations

A criticism frequently directed against the colleges is that students learn material for a certain course, then promptly forget a great deal of it, regarding each course as a unit complete in itself and in many cases not seeing even the major subject as a whole. As a partial remedy for this, comprehensive examinations at the end of the senior year have been suggested, and are required in many colleges. In the Faculty Questionnaire nearly half of the faculty approved such examinations for all seniors. In order to give the system a trial, the Committee recommends starting it for students who are candidates for graduation with distinction or with high distinction.

The Committee recommends that for graduation with distinction or with high distinction students shall, in addition to meeting the present requirements, be required to pass a comprehensive examination in the major subject prepared by the major department, including material presented in the chief courses offered in the department, together with a limited amount of additional material that may not have been included in courses but which the department judges requisite for an adequate knowledge of the subject at the undergraduate level.

9. Miscellaneous

The Committee recommends a revision of the <u>time schedule</u> on which students are to fulfill graduation requirements. The present schedule is subject to much petitioning for changes; normally the petitions are granted. The Self Study Committee inclines to the view that the student and adviser should be left free to time the fulfillment of most requirements in accordance with the individualized needs of a particular student; for general guidance a <u>suggested</u> time schedule could be provided.

The Self Study Committee recommends that the Educational Policy Committee undertake an investigation that will lead to appropriate recognition of students who are admitted as freshmen with exemption from certain requirements or with advanced standing in particular subjects.